



Job title	SEND Teaching Assistant
Date	October 2024
Department	Learning Support
Reports to	SEND Teacher/Head of Department (Autism Resource)
Responsible for	Supporting the SEND Teacher in ensuring academic and personal progress for pupils with SEND

Purpose of the Role

To support a small number of pupils in a SEND class. This is a new initiative to ensure children with a diagnosis of ASC and associated needs have opportunities to thrive in a small purposeful, therapeutic setting. As a SEND Teaching Assistant, you will ensure that you support the school's shared vision, ethos and strategic plan that supports all of our pupils. You will work under the direction of the teacher within a small group, providing support and interventions for pupils with SEND. You will play a key role in supporting families and working with our external agencies to ensure the safety of our learners is paramount.

Departmental Information

Autism Resource offers 1:1 and small group enhanced provision for pupils with ASC and associated needs. Typically, our pupils are able to access a programme of formal learning, working towards Functional Skills qualifications in English, Maths and Science, ASDAN Awards, AQA Awards and Duke of Edinburgh. Within Autism Resource, our specialist team deliver targeted interventions which, support academic attainment, progress towards EHCP outcomes, therapeutic programmes and PfA.

Main Duties and Responsibilities

To work term-time only with core hours between 8.30 am and 4.00 pm, as agreed with the Head of Department and with additional hours (including lunch and breaks) as reasonably requested in order to raise pupil achievement (37.5 hours).

All staff will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement.

To complement the professional work of teachers by taking responsibility for agreed learning/integration programmes and activities.

To work with other professionals e.g. Speech and Language Therapists, Educational Psychologists, to assess, develop, implement and teach agreed support and education programmes for individual pupils.

To use specialist skills and knowledge and model positive behaviour approaches in order to ensure pupil access to teaching and learning.

To work with teachers, parents and key agencies to ensure effective and successful integration/inclusion.

To make use of a detailed knowledge and understanding of each pupil's SEND to ensure positive integration/inclusion and pupil progress.

You will be attuned to the needs of the students and be positive in approach, have a great sense of humour and be able to re-connect after crisis behaviours. You will believe that all children can make great progress with the right support in the right setting.

Work with the SEND teacher to ensure the needs of the children are at the centre of everything we do. To work with identified individuals and small groups of students to support them in providing the skills to support self-regulation.

You will deliver targeted support and interventions to students with identified SEND, along with emerging neuro-diverse conditions.

Provide support and guidance for the SEND teacher to ensure that students learn effectively and make good progress. This will include classroom support, 1:1 interventions and additional planning meetings.

You will support the Senior Leadership Team in carrying out assessments (such as the Boxall Profile) that will identify students in need of specialist pastoral and learning interventions and undertake a range of activities that provide for their personal development and learning needs in a therapeutic non-punitive way.

Liaise with colleagues internally and with external professionals to ensure solutions are proactive and supportive.

To deliver targeted interventions; one to one or small group to students with SEND in a therapeutic non-judgmental way.

Build positive relationships with all children and families and focus on the positive behaviours to enable progress.

To mentor students with a range of neurodivergent conditions that present in behavioural, social and emotional needs.

To fully understand the specific learning needs of students.

To work with the SEND teacher to differentiate and resource lessons that ensure that effective learning takes place for all students, ensuring there are alternative strategies.

To work with and support the families of these students, having both positive and challenging conversations.

To work with the SEND teacher and colleagues in Autism Resource and Learning Support to develop one-page profiles, personalised learning plans and pastoral support plans.

To observe, monitor and assess students and provide feedback to the SEND teacher.

To support students in the acquisition and development of learning dispositions and positive character traits.

Encourage students to interact and work cooperatively with others and engage all students in activities.

Promote independence and employ strategies to recognise and reward achievement of self-reliance.

Prepare, maintain and use equipment and resources required to meet the lesson plans and relevant learning activity and assist pupils in their use.

Person Specification

GCSE Maths and English Grade A – C or equivalent (e.g. Functional Skills).

Essential knowledge, experience and skills	Desirable knowledge, experience and skills
Experience of working within a mainstream primary or secondary school	STLS. L3
Experience of working with children with SEND needs, including SEMH, ADHD and ODD	Physically fit to support in PE and Games
Experience of working with positive behaviour management strategies	Ideally, at least 2 years' practical experience of supporting children
Experience of planning, preparing, delivering and evaluating differentiated learning activities	Awareness of policies relating to health and safety, equal opportunities, confidentiality and data protection
Experience of assessing pupil progress and reporting on development and attainment	Experience of resourcing and delivering a set programme of work
Experience of providing support and guidance to other teaching support staff and ability to supervise staff	
Sympathy with the Quaker ethos of the school	
Empathy, sensitivity, flexibility and commitment to work in a close team environment with adults and pupils	
An understanding of child development, including the impact of adverse childhood experiences	

Positive, ambitious, and adopts a solution-focused approach	
Resilient and easily adaptable to change	
Good communication skills	
Respectful of and able to work well with others	
A commitment to safeguarding and promoting the welfare of young people	
Ability to respect confidentiality	
Ability to use own initiative within set deadlines	
Ability to use ICT effectively	
An understanding of and commitment to equal opportunities	
Good attendance record	

Ackworth School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. All staff are required to understand and adhere to the Schools Health and Safety policies.

Job descriptions may be subject to review from time to time and can be altered or amended to meet the changing requirements of the School. They are not designed to limit the extent of the role but instead to outline the main tasks and responsibilities.